

Index—Volume LXVI

TITLE INDEX

- Academic Freedom and Sexual Harrassment, Lorna Veraldi, Winter 1995, p. 74.
- Assessment from an Interdisciplinary Science and Social Studies Perspective, Penelope Fritzer & David Kumar, Fall 1994, p. 23.
- Assessment in Mathematics Education: What Are Some of the Alternatives in Alternative Assessment?, Anne M. Raymond, Fall 1994, p. 13.
- Beyond the Lessons of Robert Fulghum's *Sand-box*, William E. Herman, Spring 1995, p. 177.
- Building Support for Intellectual Freedom, James K. Daly, Pat Roach, Sam Evans, and Grace Mitchell, Winter 1995, p. 92.
- Calling It a Team Doesn't Make It a Team, Penelope Fritzer, p. 208.
- Censorship, Paul D. Hightower, Winter 1995, p. 98.
- Censorship Becomes a Way of Life for High School Journalists, Lillian Lodge Kopenhaver, Winter 1995, p. 89.
- Censorship: The Best Defense is a Good Offense, Steven L. Layne, Winter 1995, p. 103.
- The Challenge of HIV/AIDS Education in the Public School, Clark Robenstine, Fall 1994, p. 55.
- Challenges of the Inclusive Classroom: Roles and Responsibilities, Marie F. Fritz and Maury Miller, p. 211.
- Children in Crisis: Ideas for Early Childhood Educators, Alice Sterling Honig, Spring 1995, p. 158.
- Children's Emergent Literacy from Research to Practice edited by David F. Lancy, *Book Review* by Linda Marley, Spring 1995, p. 187.
- Collective Bargaining or Collective Bungling?, John R. Cochren, p. 221.
- Cover Illustration*, Fall 1994, by Julie Knutsen and Richard Andrew; Winter 1995, from *Desk Gallery*, a collection of computer art, marketed by ZEDCOR of Tucson, Arizona; Spring 1995, photograph from the Montessori Venture School in Scarsdale, Texas.
- Creating the Nonsexist Classroom: A Multicultural Approach by Theresa Mickey McCormick, *Book Review* by Wendy Lee Ann Combs, Spring 1995, p. 188.
- Culturally Appropriate Practices in Early Childhood Education: Families as the Resource, Patricia Clark, Spring 1995, p. 154.
- Death by Cheeseburger: High School Journalism in the 1990s and Beyond by The Freedom Forum, *Book Review* by Richard Andrew, Winter 1995, p. 123.
- Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures of the United States by Joel Spring, *Book Review* by Mary Ann Flowers, Spring 1995, p. 187.
- Developing Teacher Portfolios: Issues in Action, Merrie Beth Fisher, Fall 1994, p. 20.
- The Development of Ethnic Awareness and Attitudes in Yoiung Children, Karen Chia-Yu Lin & Susan Blila, Spring 1995, p. 146.
- The Development of Moral Reflection in the Early Childhood Classroom, Cary A. Buzzelli, Spring 1995, p. 143.
- Difficulties in Developing Quality Early Childhood Programs, Sue Wortham, Spring 1995, p. 174.
- Educating for the First Amendment, J. William Click, Winter 1995, p. 86.
- Educational Innovation: An Agenda to Frame the Future by Charles E. Greenawalt II, editor, *Book Review* by John M. Carfora, Fall 1994, p. 61.
- Engaging Young Children in Mathematical Problem Solving: Providing a Context with Children's Literature, Anne Raymond, Spring 1995, p. 172.
- Equitable Access to Funding, Edward T. Swan, p. 202.
- The Grantseeking Primer for Classroom Leaders; The Principal's Guide to Grant Success; and Successful Grants Program Management, all three books by David G. Bauer, *Book Reviews* by John M. Carfora, p. 253.
- The Group Retest: A Route to Effective Cooperative Learning, Edward L. Vockell, Fall 1994, p. 25.

Index—Volume LXVI

TITLE INDEX

- Academic Freedom and Sexual Harrassment, Lorna Veraldi, Winter 1995, p. 74.
- Assessment from an Interdisciplinary Science and Social Studies Perspective, Penelope Fritzer & David Kumar, Fall 1994, p. 23.
- Assessment in Mathematics Education: What Are Some of the Alternatives in Alternative Assessment?, Anne M. Raymond, Fall 1994, p. 13.
- Beyond the Lessons of Robert Fulghum's *Sand-box*, William E. Herman, Spring 1995, p. 177.
- Building Support for Intellectual Freedom, James K. Daly, Pat Roach, Sam Evans, and Grace Mitchell, Winter 1995, p. 92.
- Calling It a Team Doesn't Make It a Team, Penelope Fritzer, p. 208.
- Censorship, Paul D. Hightower, Winter 1995, p. 98.
- Censorship Becomes a Way of Life for High School Journalists, Lillian Lodge Kopenhaver, Winter 1995, p. 89.
- Censorship: The Best Defense is a Good Offense, Steven L. Layne, Winter 1995, p. 103.
- The Challenge of HIV/AIDS Education in the Public School, Clark Robenstine, Fall 1994, p. 55.
- Challenges of the Inclusive Classroom: Roles and Responsibilities, Marie F. Fritz and Maury Miller, p. 211.
- Children in Crisis: Ideas for Early Childhood Educators, Alice Sterling Honig, Spring 1995, p. 158.
- Children's Emergent Literacy from Research to Practice edited by David F. Lancy, *Book Review* by Linda Marley, Spring 1995, p. 187.
- Collective Bargaining or Collective Bungling?, John R. Cochren, p. 221.
- Cover Illustration, Fall 1994, by Julie Knutsen and Richard Andrew; Winter 1995, from *Desk Gallery*, a collection of computer art, marketed by ZEDCOR of Tucson, Arizona; Spring 1995, photograph from the Montessori Venture School in Scarsdale, Texas.
- Creating the Nonsexist Classroom: A Multicultural Approach by Theresa Mickey McCormick, *Book Review* by Wendy Lee Ann Combs, Spring 1995, p. 188.
- Culturally Appropriate Practices in Early Childhood Education: Families as the Resource, Patricia Clark, Spring 1995, p. 154.
- Death by Cheeseburger: High School Journalism in the 1990s and Beyond by The Freedom Forum, *Book Review* by Richard Andrew, Winter 1995, p. 123.
- Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures of the United States by Joel Spring, *Book Review* by Mary Ann Flowers, Spring 1995, p. 187.
- Developing Teacher Portfolios: Issues in Action, Merrie Beth Fisher, Fall 1994, p. 20.
- The Development of Ethnic Awareness and Attitudes in Yoiung Children, Karen Chia-Yu Lin & Susan Blila, Spring 1995, p. 146.
- The Development of Moral Reflection in the Early Childhood Classroom, Cary A. Buzzelli, Spring 1995, p. 143.
- Difficulties in Developing Quality Early Childhood Programs, Sue Wortham, Spring 1995, p. 174.
- Educating for the First Amendment, J. William Click, Winter 1995, p. 86.
- Educational Innovation: An Agenda to Frame the Future by Charles E. Greenawalt II, editor, *Book Review* by John M. Carfora, Fall 1994, p. 61.
- Engaging Young Children in Mathematical Problem Solving: Providing a Context with Children's Literature, Anne Raymond, Spring 1995, p. 172.
- Equitable Access to Funding, Edward T. Swan, p. 202.
- The Grantseeking Primer for Classroom Leaders; The Principal's Guide to Grant Success; and Successful Grants Program Management, all three books by David G. Bauer, *Book Reviews* by John M. Carfora, p. 253.
- The Group Retest: A Route to Effective Cooperative Learning, Edward L. Vockell, Fall 1994, p. 25.

- Helping the Marginal Principal, C. Daniel Raisch & Joseph F. Rogus, Fall 1994, p. 52.
- The Hundred Years' Debate, Phyllis Schantz, p. 246.
- Identification of Students with Learning Disabilities: What Teachers Need to Know, Lori Bell Mick, Fall 1994, p. 36.
- Imitations of Life: Authenticity in Classroom Literacy, Carol Vukelich and Mary Roe, Spring 1995, p. 179.
- Immersion! Creating Multiple Teaching Styles, Frederick Isele, Jr., Winter 1995, p. 117.
- International Perspectives on Developmentally Appropriate Practices, Rene S. Parmar and James L. Hoot, Spring 1995, p. 150.
- Internet Success Stories: How Librarians Use the Internet as a Reference Tool, Richard L. King, Spring 1995, p. 183.
- Kentucky Education Reform Act—A State's Effort, Margaret Cantrell, Fall 1994, p. 40.
- The Kindness of Strangers by Marc Freedman, *Book Review* by Richard Andrew, Fall 1994, p. 61.
- Living the First Amendment: Beneficial for Three Reasons, Guido Stemple, Winter 1995, p. 96.
- Methods and Strategies for Teaching in Secondary and Middle Schools, second edition, by Kenneth T. Henson, *Book Review* by Richard Andrew, Fall 1994, p. 62.
- The Multiple Intelligence Approach to Giftedness, Thomas R. Hoerr, Fall 1994, p. 32.
- My Great Grading Experiment: Motive and Outcome, Lolette Kuby, Fall 1994, p. 28.
- Myths and Misunderstandings Surround the Schoolbook Protest Movement, Edward Jenkinson, Winter 1995, p. 70.
- The Need for Alternative Techniques for Assessing Young Children's Emerging Literacy Skills, Nancy Ratcliff, Spring 1995, p. 169.
- New Trends in Education: Computerize or Bust, David McGrath, Fall 1994, p. 58.
- Outcomes-Based Education: The Need, the Critics, the Movement Forward, Todd Whitaker and Beth Whitaker, p. 250.
- Photo-Interviewing: Evaluation of Technological Innovations, Susan A. Tucker & John V. Dempsey, Fall 1994, p. 43.
- Politically Correct Bedtime Stories: Modern Tales for Our Life & Times by James Finn Garner, *Book Review* by Marie Hassett, Winter 1995, p. 123.
- A Primer of Non-Linear Dynamics, Will Barratt, Fall 1994, p. 48.
- Professional Liability Insurance: Is Additional Coverage Needed for Educators?, David E. Gullatt and Glenn Fallin, p. 235.
- Professors and Portfolios, Stephen R. Franse, Fall 1994, p. 18.
- The Proliferation of Categories for 'New' Behavioral Disorders: Implications for Inclusion of Special Needs Students in General Education Environments, Steven R. Forness, Kenneth A. Kavale, and Louis G. Denti, p. 228.
- Reach for the Moon by Samantha Abeel, *Book Review* by Carla Bailey, Spring 1995, p. 187.
- Ready to Learn! But What?, Carol Seefeldt, Spring 1995, p. 134.
- Recess, M. Dale Baughman, Spring 1995, p. 186.
- Reconsidering Standards and Assessment, Grant Wiggins, Fall 1994, p. 5.
- Redefining Education as an Intellectual Discipline, Rod Farmer, p. 224.
- Reflections on Educational Reform—Let the Parade Pass By, Robert A. Gable and M. Lee Manning, p. 217.
- Reggio Emilia: What is the Message for Early Childhood Education?, Jan McCarthy, Spring 1995, p. 139.
- Resolving a Ubiquitous Educational Conflict, Albert A. Blum, Winter 1995, p. 116.
- Restructuring Schools: What the Words Mean, H. Parker Bloun, p. 197.
- The Role of Money in Public Education, Trevor Smith, p. 205.
- The Role of Teachers: How to Prepare Prospective Teachers for Their Responsibilities, Karen M. Dutt, p. 215.
- School Public Relations: Do It Right or Don't Do It at All, David Martinson, Winter 1995, p. 82.
- Stifling Student Expression: A Lesson Taught, A Lesson Learned, Thomas Eveslage, Winter 1995, p. 77.
- Teaching about Freedom in Contemporary Society: Social Studies Teachers Need to Broaden the Definitions, David L. Martinson, p. 238.

This Issue . . . Early Childhood Education: Yesterday, Today, and Tomorrow, Karen Chia-Yu Lin, Spring 1995, p. 132.

This Issue . . . A Funny Thing Happened on the Way to Alternative Assessment, *Editorial*, David Alan Gilman, Fall 1994, p. 4.

This Issue . . . Politically Incorrect Meets Death by Cheeseburger, David Alan Gilman, Winter 1995, p. 68.

This Issue . . . The Struggle of 1970, David Alan Gilman, p. 196.

Using Hypercard to Promote Learning, James E. Higgins and Frederick Isele, Jr., Winter 1995, p. 112.

Visions of Reality: What Fundamental Schools Teach by Albert Menendez, *Book Review* by Richard V. Pierard, Winter 1995, p.124.

What Students Deserve, John Martin Rich, p. 242.
Where Are We Going with Alternative Assessment? And Is It Really Worth Our Time?, William P. Bintz and Jerome C. Harste, Fall 1994, p. 7.

Who Should Be Teaching Values to Children, Sharon Vincz Andrews, Winter 1995, p. 106.

AUTHOR INDEX

Abeel, Samantha, *Book Review*, Reach for the Moon by Carla Bailey, Spring 1995, p. 187.

Andrew, Richard, *Book Review*, The Kindness of Strangers by Marc Freedman, Fall 1994, p. 61; *Book Review*, Methods and Strategies for Teaching in Secondary and Middle Schools, second edition, by Kenneth T. Henson, Fall 1994, p. 62; See Knutsen, Julie; *Book Review*, Death by Cheeseburger: High School Journalism in the 1990s and Beyond by The Freedom Forum, Winter 1995, p.123.

Andrews, Sharon Vincz, Who Should Be Teaching Values to Children, Winter 1995, p. 106.

Barratt, Will, A Primer of Non-Linear Dynamics, Fall 1994, p. 48.

Baughman, M. Dale, *Recess*, Spring 1995, p. 186.

Bintz, William P., with Harste, Where Are We Going with Alternative Assessment? And Is It Really Worth Our Time?, Fall 1994, p. 7.

Blila, Susan, see Chia-Yu Lin, Karen.

Blount, H. Parker, Restructuring Schools: What the Words Mean, Summer 1995, p. 197.

Blum, Albert A., Resolving a Ubiquitous Educational Conflict, Winter 1995, p. 116. Buzzelli, Cary A., The Development of Moral Reflection in the Early Childhood Classroom, Spring 1995, p. 143.

Cantrell, Margaret, Kentucky Education Reform Act—A State's Effort, Fall 1994, p. 40.

Carfora, John M., *Book Review*, Educational Innovation: An Agenda to Frame the Future by Charles E. Greenawalt II, editor, Fall 1994, p. 61; *Book Reviews*, The Grantseeking Primer for Classroom Leaders; The Principal's Guide to Grant Success; and Successful Grants Program Management, all three books by David G. Bauer, Summer 1995, p. 253.

Chia-Yu Lin, Karen, with Susan Blila, The Development of Ethnic Awareness and Attitudes in Young Children, Spring 1995, p. 146; This Issue . . . Early Childhood Education: Yesterday, Today, and Tomorrow, Spring 1995, p. 132.

Clark, Patricia, Culturally Appropriate Practices in Early Childhood Education: Families as the Resource, Spring 1995, p. 154.

Click, J. William, Educating for the First Amendment, Winter 1995, p. 86.

Cochren, John R., Collective Bargaining or Collective Bungling?, Summer 1995, p. 221.

Combs, Wendy Lee Ann, *Book Review*, Creating the Nonsexist Classroom: A Multicultural Approach by Theresa Mickey McCormick, Spring 1995, p. 188.

Daly, James K., with Pat Roach, Sam Evans, and Grace Mitchell, Building Support for Intellectual Freedom, Winter 1995, p. 92.

Dempsey, John V., see Tucker, Susan A. *Desk Gallery, Cover Illustration*, Winter 1995, from a collection of computer art, marketed by ZEDCOR of Tucson, Arizona.

Denti, Louis G., see Forness, Steven R.

Dutt, Karen M., The Role of Teachers: How to Prepare Prospective Teachers for Their Responsibilities, Summer 1995, p. 215.

Evans, Sam, see Daly, James K.

- Eveslage, Thomas, *Stifling Student Expression: A Lesson Taught, A Lesson Learned*, Winter 1995, p. 77.
- Fallin, Glenn, see Gullatt, David E.
- Farmer, Rod, *Redefining Education as an Intellectual Disciplines*, Summer 1995, p. 224.
- Fisher, Merrie Beth, *Developing Teacher Portfolios: Issues in Action*, Fall 1994, p. 20.
- Flowers, Mary Ann, *Book Review*, Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures of the United States by Joel Spring, Spring 1995, p. 187.
- Forness, Steven R., with Kenneth A. Kavale, and Louis G. Denti, *The Proliferation of Categories for 'New' Behavioral Disorders: Implications for Inclusion of Special Needs Students in General Education Environments*, Summer 1995, p. 228.
- Fransé, Stephen R., *Professors and Portfolios*, Fall 1994, p. 18.
- Fritz, Marie F., with Maury Miller, *Challenges of the Inclusive Classroom: Roles and Responsibilities*, Summer 1995, p. 211.
- Fritzer, Penelope, with David Kumar, *Assessment from an Interdisciplinary Science and Social Studies Perspective*, Fall 1994, p. 23; *Calling It a Team Doesn't Make It a Team*, Summer 1995, p. 208.
- Gable, Robert A., with M. Lee Manning, *Reflections on Educational Reform—Let the Parade Pass By*, Summer 1995, p. 217.
- Gilman, David Alan, *This Issue . . . A Funny Thing Happened on the Way to Alternative Assessment*, *Editorial*, Fall 1994, p. 4; *This Issue . . . Politically Incorrect Meets Death by Cheeseburger*, Winter 1995, p. 68; *This Issue . . . The Struggle of 1970*, Summer 1995, p. 196.
- Gullatt, David E., with Glenn Fallin, *Professional Liability Insurance: Is Additional Coverage Needed for Educators?*, Summer 1995, p. 235.
- Harste, Jerome C., see Bintz, William P.
- Hassett, Marie, *Book Review*, *Politically Correct Bedtime Stories: Modern Tales for Our Life & Times* by James Finn Garner, Winter 1995, p. 123.
- Herman, William E., *Beyond the Lessons of Robert Fulghum's Sandbox*, Spring 1995, p. 177.
- Higgins James E., with Frederick Isele, Jr., *Using Hypercard to Promote Learning*, Winter 1995, Summer 1995, p. 112. Jenkinson, Edward, *Myths and Misunderstandings Surround the Schoolbook Protest Movement*, Winter 1995, p. 70.
- Hightower, Paul D., *Censorship*, Winter 1995, p. 98.
- Hoerr, Thomas R., *The Multiple Intelligence Approach to Giftedness*, Fall 1994, p. 32.
- Honig, Alice Sterling, *Children in Crisis: Ideas for Early Childhood Educators*, Spring 1995, p. 158.
- Hoot, James L., see Parmar, Rene S.
- Isele, Frederick, Jr., *Immersion! Creating Multiple Teaching Styles*, Winter 1995, p. 117; See Higgins James E.
- Kavale, Kenneth A., see Forness, Steven R.
- King, Richard L., *Internet Success Stories: How Librarians Use the Internet as a Reference Tool*, Spring 1995, p. 183.
- Kopenhaver, Lillian Lodge, *Censorship Becomes a Way of Life for High School Journalists*, Winter 1995, p. 89.
- Knutsen, Julie, *Cover Illustration*, Fall 1994.
- Kuby, Lolette, *My Great Grading Experiment: Motive and Outcome*, Fall 1994, p. 28.
- Kumar, David, see Fritzer, Penelope.
- Layne, Steven L., *Censorship: The Best Defense is a Good Offense*, Winter 1995, p. 103.
- Manning, M. Lee, see Gable, Robert A.
- Marley, Linda, *Book Review*, *Children's Emergent Literacy from Research to Practice* edited by David F. Lancy, Spring 1995, p. 187.
- Martinson, David, *School Public Relations: Do It Right or Don't Do It at All*, Winter 1995, p. 82; *Teaching about Freedom in Contemporary Society: Social Studies Teachers Need to Broaden the Definitions*, Summer 1995, p. 238.
- McCarthy, Jan, Reggio Emilia: What is the Message for Early Childhood Education?, Spring 1995, p. 139.
- McGrath, David, *New Trends in Education: Computerize or Bust*, Fall 1994, p. 58.
- Mick, Lori Bell, *Identification of Students with Learning Disabilities: What Teachers Need to Know*, Fall 1994, p. 36.
- Miller, Maury, see Fritz, Marie F.

- Mitchell, Grace, see Daly, James K.
- Parmar, Rene S., with James L. Hoot, *International Perspectives on Developmentally Appropriate Practices*, Spring 1995, p. 150.
- Pierard, Richard V., *Book Review*, *Visions of Reality: What Fundamental Schools Teach* by Albert Menendez, Winter 1995, p.124.
- Raisch, C. Daniel, with Joseph F. Rogus, *Helping the Marginal Principal*, Fall 1994, p. 52.
- Ratcliff, Nancy, *The Need for Alternative Techniques for Assessing Young Children's Emerging Literacy Skills*, Spring 1995, p. 169.
- Raymond, Anne M., *Assessment in Mathematics Education: What Are Some of the Alternatives in Alternative Assessment?*, Fall 1994, p. 13; *Engaging Young Children in Mathematical Problem Solving: Providing a Context with Children's Literature*, Spring 1995, p. 172.
- Rich, John Martin, *What Students Deserve*, p. 242.
- Robenstine, Clark, *The Challenge of HIV/AIDS Education in the Public School*, Fall 1994, p. 55.
- Roe, Mary, see Vukelich, Carol.
- Rogus, Joseph F., see Raisch, C. Daniel.
- Schantz, Phyllis, *The Hundred Years' Debate*, Summer 1995, p. 246.
- Seefeldt, Carol, *Ready to Learn! But What?*, Spring 1995, p. 134.
- Smith, Trevor, *The Role of Money in Public Education*, Summer 1995, p. 205.
- Stemple, Guido, *Living the First Amendment: Beneficial for Three Reasons*, Winter 1995, p. 96.
- Swan, Edward T., *Equitable Access to Funding*, Summer 1995, p. 202.
- Tucker, Susan A., with John V. Dempsey, *Photo-Interviewing: Evaluation of Technological Innovations*, Fall 1994, p. 43.
- Veraldi, Lorna, *Academic Freedom and Sexual Harrassment*, Winter 1995, p. 74.
- Vockell, Edward L., *The Group Retest: A Route to Effective Cooperative Learning*, Fall 1994, p. 25.
- Vukelich, Carol, with Mary Roe, *Imitations of Life: Authenticity in Classroom Literacy*, Spring 1995, p. 179.
- Whitaker, Beth, see Whitaker, Todd.
- Whitaker, Todd, with Whitaker, *Outcomes-Based Education: The Need, the Critics, the Movement Forward*, Summer 1995, p. 250.
- Wiggins, Grant, *Reconsidering Standards and Assessment*, Fall 1994, p. 5.
- Wortham, Sue, *Difficulties in Developing Quality Early Childhood Programs*, Spring 1995, p. 174.

SUBSCRIBE NOW !

Please enter my subscription to **CONTEMPORARY EDUCATION** for: _____ New _____ Renewal

	Individual		Institution	
	U.S.	Foreign	U.S.	Foreign
_____ One Year (4 issues)	\$12.00	\$15.00	\$16.00	\$19.00
_____ Two Years (8 issues)	22.00	28.00	30.00	36.00
_____ Three Years (12 issues)	33.00	42.00	45.00	54.00

Name _____

Address _____

City/State _____ Zip Code _____

(and Nation, if foreign) _____

Subscription must be accompanied by payment.
Please make check payable to Indiana State University.

Send to: **CONTEMPORARY EDUCATION**
Indiana State University
1005 School of Education
Terre Haute, Indiana 47809

